

Section IV

CHILD DEVELOPMENT, PEDAGOGY, SCHOOL MANAGEMENT AND EVALUATION (50 MARKS)

This section shall comprise of the different subjects taught under the B.Ed. programme. The total marks for this section shall be 50 and the questions shall cover all the components with proportional weightage to each section. The Section IV is compulsory for all candidates appearing the Paper-I examination:

CHILD DEVELOPMENT (PROCESS OF GROWING UP)

- 1. Growth and Development**
 - Concept
 - Difference
 - Principles of Development
 - Factors affecting Development (Nutrition, Intelligence, Psycho-social, Diseases, Injury etc.)

- 2. Factors affecting different Developmental aspects**
 - Cognitive
 - Social (Erikson's Theory)
 - Emotional
 - Moral (Kohlberg Theory)
 - Language Development
 - Needs and Problems at Childhood and Adolescence

- 3. Approaches to Understanding the Nature of Intelligence**
 - Psychometric approach (Thurstone, Guilford, Gardner)
 - Information Processing Approach – Sternberg
 - Cognitive Development Approach – Piaget
 - Social Constructivist Approach - Vygotsky

- 4. Addressing Problems of Adolescence**
 - Role of Teachers, Parents and Community
 - Development of Self-concept of adolescents
 - Counseling Services for the adolescents.

LEARNING PROCESS / PEDAGOGY

1. Understanding the Learning Process

- Learning as a process and an outcome
- Approaches – Humanistic (Karl Rogers)
- Constructivist (Piaget and Vygotsky)
- Basic conditions of Learning: Readiness, Maturation, Motivation, Task and Methods

2. Organizing Learning

- Teacher-centric
- Learner-centric
- Learning-centric
- Characteristics and Process

3. Critical Pedagogy

- Concept
- Characteristics / Features
- Stages
- Approaches

4. Addressing Classroom Diversity

- Using varieties of TLMs
- Using Context of the learner
- Using Variety of activities while group learning, small group learning and independent learning
- Adopting curriculum to the needs of children with special needs multilingual education.

EDUCATIONAL MANAGEMENT

1. Educational Management

- Concept
- Importance
- Scope
- Types of Management
 - Democratic
 - Autocratic

- Centralized
- Decentralized
- Command and Control

2. Management Structure at different levels

- National
- State
- District
- Sub-district (BRCs, CRCs, SMCs, SMDC)

3. School Development Plan

- Concept
- Purpose
- Key actions : Headmaster, Teachers, Students, Parents and SMDC
- Steps in Planning for School Development
- Annual and Perspective Plan

4. School-based Management

- Concept / Meaning
- Why School-based Management ?
- Objectives
- Management of :
 - Curriculum
 - Physical Resources
 - Human Resources
 - Financial Resources
 - Community Resources
- Role of Headmasters, Teachers, Community

ASSESSING THE LEARNER / PERFORMANCE (EVALUATION)

1. Assessment and Evaluation

- Assessment and evaluation in constructivists perspective
- Concept, Continuous and Comprehensive Evaluation, Formative, Summative and Diagnostic Assessment

2. Assessment and Learning

- Assessment of Learning, Assessment for Learning, Assessment as Learning
- Subject-based learning in a constructivist perspective
- Assessment tools and techniques – Projects, Assignments, Observation, Teacher made Tests
- Self-assessment, Peer-assessment
- Portfolios, rubrics

3. Test Construction

- Steps and principles of Test Construction
- Development of blue print
- Preparation of test items

4. Recent Developments in Assessment

- Grading
- Assessment in co-scholastic area
- Implementation strategy of Continuous and Comprehensive Evaluation
- Recommendations of NCF – 2005